



# **2019-2020 WIDA Assessment Guidance**

Office of Student Assessment

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## **English Language Proficiency Requirements**

The Elementary and Secondary Education Act, as amended by Section 3113 of the Every Student Succeeds Act (ESSA), requires state education agencies to establish and implement standardized, statewide entrance and exit procedures for English Learners (ELs). Indiana established standardized statewide entrance procedures to identify and screen potential ELs based upon the accurate and timely administration of the Home Language Survey (HLS) and the English language proficiency placement assessment. The standardized entrance and exit procedures are used to determine if a student is considered an English Learner and therefore entitled to an English language development program required by Title VI of the Civil Rights Act of 1964 and the Equal Educational Opportunities Act (EEOA).

Under Title VI of the Civil Rights Act of 1964 and the EEOA, all state and local education agencies must ensure that ELs can participate meaningfully and equally in educational programs and services. To meet obligations under Title VI and the EEOA, LEAs must, for example:

- Identify and assess all potential ELs in a timely, valid, and reliable manner;
- Provide ELs with a language assistance program that is educationally sound and proven successful, consistent with *Castañeda v. Pickard* and the Supreme Court decision in *Lau v. Nichols*;
- Provide sufficiently well-prepared and trained staff and support the language assistance programs for ELs;
- Ensure that ELs have equal opportunities to meaningfully participate in all curricular and extracurricular activities;
- Avoid unnecessary segregation of ELs;
- Ensure that ELs who have or are suspected of having a disability under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973 are identified, located, and evaluated in a timely manner and that the language needs of students who need special education and disability related services because of their disability are considered in evaluations and delivery of services;
- Meet the needs of ELs who opt out of language assistance programs;
- Monitor and evaluate ELs in language assistance programs to ensure their progress with respect to acquiring English proficiency and grade-level content knowledge, exit ELs from language assistance programs when they are proficient in English, and monitor exited students to ensure they were not prematurely exited and that any academic deficits incurred in the language assistance program have been remedied;
- Evaluate the effectiveness of a corporation or school's language assistance program(s) to ensure that ELs in each program acquire English proficiency and that each program is reasonably calculated to allow ELs to attain parity of

participation in the standard instructional program within a reasonable period of time; and

- Ensure meaningful and timely communication with EL parents and guardians.

## **WIDA Assessments in Grades K-12**

WIDA provides the English language proficiency assessments administered in Indiana. English language proficiency placement assessments inform programmatic decisions, such as initial identification of ELs and placement into an EL program. English language proficiency annual assessments are used to determine ELs' current level of English proficiency. All students identified as EL are required to participate in the assessment annually until exiting EL status by scoring proficient (i.e., fluent). The annual assessment is used for accountability purposes.

**WIDA Placement Assessments.** WIDA English language proficiency placement assessments are designed to provide an initial measure of a student's English language proficiency and test four domains: Listening, Reading, Writing, and Speaking.

- **Kindergarten W-APT:** [Kindergarten WIDA-ACCESS Placement Test](#) (K W-APT) is the English language proficiency placement assessment for kindergarten and first semester grade 1 students. Reading and Writing tests are only administered to students in second semester kindergarten and first semester grade 1.
- **WIDA Screener:** [WIDA Screener](#) is the English proficiency placement assessment for grades 1 (second semester) through 12. WIDA Screener test forms are divided into five grade-level clusters: grade 1, grades 2-3, grades 4-5, grades 6-8 and grades 9-12. Students entering grades 3, 6, and 9 during the first semester take the WIDA Screener for the grade they have just completed (e.g., 2, 5, or 8); if students enter during second semester, they take the WIDA Screener for their current grade level.

Note: Both placement assessments require local scoring by the Test Administrator (TA), who must be certified by completing the applicable training course(s) via the [WIDA Secure Portal](#) prior to administering the assessment(s).

**WIDA ACCESS Annual Assessments.** English language proficiency annual assessments are required to be administered to ELs who have not yet scored proficient. The ACCESS for ELLs suite of assessments consists of assessments for ELs in kindergarten through grade 12. These assessments are administered annually to monitor EL students' progress in acquiring academic English. WIDA ACCESS assessments test four domains: Listening, Reading, Writing, and Speaking.

- **Kindergarten ACCESS:** [Kindergarten ACCESS for ELLs](#) is the annual English language proficiency assessment for ELs in kindergarten. This test is composed of performance-based tasks for all four language domains and must be administered to students individually.
- **ACCESS:** [ACCESS for ELLs](#) is the annual English language proficiency assessment for ELs in grades 1-12 and is divided into grade-level clusters. The online test is semi-adaptive, meaning students will progress through the test based on their performance on previous items and domains.

- **Alternate ACCESS:** [Alternate Access for ELLs](#) is the annual English language proficiency assessment for ELs in grades 1-12 who have significant cognitive disabilities preventing meaningful participation in the ACCESS assessment. This test aligns with the WIDA Alternate English Language Proficiency Levels and must be administered to students individually.

Note: K W-APT, WIDA Screener and WIDA ACCESS test items are written from the model performance indicators of WIDA's five English Language Proficiency Standards—Social & Instructional Language, Language of Language Arts, Language of Mathematics, Language of Science and Language of Social Studies. Alternate ACCESS aligns with the WIDA Alternate English Language Proficiency Levels, which are interpretations of scale scores and are unique from other WIDA ACCESS assessments.

## **ACCESS Annual Assessments Testing Window**

WIDA ACCESS annual assessments are state-mandated tests that can only be administered on the dates Indiana has selected as its testing window. All ELs enrolled in the school are required to be assessed during the testing window. The 2019-2020 state testing window for Kindergarten ACCESS, ACCESS, and Alternate ACCESS is **January 13 to February 28, 2020.**

Additional important dates, including materials shipping and reporting timelines, can be found on the [Indiana WIDA Consortium Member](#) webpage.

## **Participation Requirements**

All traditional public schools, public charter schools, and accredited nonpublic schools, including those participating in the Choice Scholarship Program, are required to utilize WIDA English language proficiency placement and annual assessments. As a reminder, federally mandated English language proficiency assessments must be overseen and administered with state and local funds.

## **Indiana English Learner Entrance and Exit Criteria**

**Identification of English Learners.** All schools are required to administer a HLS to identify the native language(s) of all first time Indiana enrollees. In most cases, these will be students enrolling in kindergarten, but may also include students in other grades who are enrolling in Indiana schools for the first time (e.g., immigrant students, transfer students from another state, previously homeschooled students). For students previously enrolled in Indiana or transferring from another Indiana school, the receiving school must contact the previous school to obtain the original HLS. If a language other than English is indicated for any of the three HLS questions, the student is classified as a Language Minority (LM) student.

Newly classified LM students must be administered the appropriate English language proficiency placement assessment (i.e., K W-APT or WIDA Screener) within 30 calendar days of the beginning of the school year or within two weeks if enrolling later in the school year. Any student who scores below proficient on a WIDA placement assessment is identified as an EL. A student who scores above proficient is considered fluent upon enrollment; however, the student must still be reported via the DOE-LM (Language Minority) annually until graduation.

If a student transfers from a [WIDA Consortium Member State](#), the receiving school has up to 30 calendar days of the beginning of the school year, or within two weeks of enrollment for students who enroll later in the school year, to obtain K W-APT, WIDA Screener, Kindergarten ACCESS, ACCESS, or Alternate ACCESS results from the sending state. Scores less than one year old can be used for making decisions regarding identification and placement. If scores are more than one year old, or if results are not obtained within the specified timeframe, the student must be administered the appropriate WIDA placement assessment to inform EL identification and placement.

The EL Guidebook, sample HLS forms, and additional resources for identification are available at the Indiana Department of Education's (IDOE) [English Learner Policy and Guidance](#) webpage.

**Specific Entrance Criteria (K W-APT and WIDA Screener).** K W-APT does not provide an Overall composite proficiency level (e.g. 1.0-6.0), but rather evaluates a student's English language skills as Low, Medium, High, or Exceptional. The table below includes Indiana's guidance for translating K W-APT raw scores to a proficiency level, which is required when reporting DOE-LM data. TAs will use their educational judgment when assigning "Below Proficient" proficiency levels (i.e., Levels 1-4) for reporting purposes. For second semester kindergarten and first semester grade 1 students, the student must score in the highest range for all test domains to be considered fluent (Level 5).

<b>Kindergarten (First Semester)</b>	<b>Below Proficient</b>			<b>Fluent</b>
<b>Raw Score for Listening and Speaking</b>	0-10	11-18	19-28	29-30
<b>Oral Proficiency Score</b>	Low	Medium	High	Exceptional
<b>Proficiency Level for Reporting</b>	1.0 or 2.0	2.0 or 3.0	3.0 or 4.0	5.0
<b>Kindergarten (Second Semester) and Grade 1 (First Semester)</b>	<b>Below Proficient</b>			<b>Fluent</b>
<b>Raw Score for Listening and Speaking</b>	0-10	11-18	19-28	29-30
<b>Reading Raw Score</b>	0-5	6-12	13	14-15
<b>Writing Raw Score</b>	0-7	8-14	15-16	17-18
<b>Proficiency Level for Reporting</b>	1.0 or 2.0	2.0 or 3.0	3.0 or 4.0	5.0

Note: Because K W-APT is not intended to give specific diagnostic results aligned to the WIDA performance levels, kindergarten students identified as ELs should be closely monitored and provided with appropriate supports based on their observed language development needs.

WIDA Screener aligns to the WIDA English Language Development Standards and assesses each of the four language domains—Listening, Speaking, Reading, and Writing. WIDA Screener reports proficiency level scores for each language domain and for three composite scores, including Oral Language, Literacy, and Overall Score.

- **Below Proficient:** Overall composite proficiency level below 5.0
- **Fluent:** Overall composite proficiency level of 5.0 or above

If a student scores below proficient on a WIDA placement assessment, the student formally enters the school's EL program, and the following must occur:

- An Individual Learning Plan (ILP) must be created.
- The student must be provided with federally mandated English language development services and instruction.
- Parents must be notified of program placement within 30 calendar days of the beginning of the school year or within two weeks if the student enrolls later in the school year.
- The student will be assessed annually for English proficiency via the appropriate WIDA ACCESS assessment until the student meets the formal exit criteria for reclassification as fluent.

**Specific Exit Criteria.** For kindergarten through grade 12, an Overall composite proficiency level of 5.0 or higher on ACCESS, including Kindergarten ACCESS, is the requirement for reclassification as fluent. If using the paper-based version of ACCESS, the student must achieve an overall composite proficiency level score of 5.0 or higher on Tier B/C of the assessment to be reclassified as fluent (i.e., fluent status cannot be

obtained on Tier A). Students who score proficient are exited from EL services and enter a two-year, formal monitoring period following their reclassification. Although they may still receive EL support services, fluent students do not participate in annual WIDA ACCESS testing during the monitoring period.

Note: Currently, students cannot exit EL services based on Alternate ACCESS results.

Additional information regarding identification and placement of ELs, providing English language development services, and exiting and monitoring is available at [English Learning 101](#).

**Declining EL Services (Opt-Out Guidance).** Parent/Guardian approval is not required prior to the start of EL services. Identified ELs are opted in by default. Refusal of EL services by a parent/guardian must be documented, signed, and stored locally. Parents/Guardians have the right to opt the EL student back into services at any time. While parents/guardians may decline EL services, the student must still be assessed annually with the appropriate English language proficiency assessment until meeting state exit criteria. Schools must still meet parent notification requirements. Additionally, schools continue to have a responsibility to meet the EL's academic and language needs through an ILP and accommodations, as needed.

## Test Results and Reporting

In addition to determining EL students' English language proficiency level, WIDA ACCESS scores can be utilized to inform programmatic placement decisions, guide classroom instruction, and to monitor EL students' progress annually.

**Types of Reports.** The following types of score reports are available for corporations and schools following WIDA annual assessments: Individual Student Reports (ISR), Student Roster Report (SRR), and Frequency Reports.

All score reports provide score information for the same eight categories:

- Four domain scores—Listening, Speaking, Reading, and Writing
- Four composite scores—Oral Language (Listening and Speaking), Literacy (Reading and Writing), Comprehension (Reading and Listening), and Overall

Additional information, including sample reports, is available at [ACCESS for ELLs Scores and Reports](#).

**Data Validation.** Data validation is an important step for ensuring accurate reporting. Data validation is the process of reviewing student test records to identify potential errors in student demographic, accommodation, and test result records and make corrections before score reports are generated. For example, errors may be the result of gridding incorrect student data on a paper test book or a duplicate student record in WIDA AMS (i.e., student tested domains under two different STNs).

Pre-Reporting Data Validation occurs prior to reports and data files being posted to WIDA AMS. During the Pre-Reporting Data Validation window, the Corporation Test Coordinator (CTC) or designee is able to make real-time data corrections in WIDA AMS for individual students. Not participating in Pre-Reporting Data Validation may result in missing test scores for impacted students.

Post-Reporting Data Validation occurs after reports and data files have been posted to WIDA AMS. During the Post-Reporting Data Validation window, IDOE scrubs the data for discrepancies that can be resolved. Data discrepancies do not need to be reported to IDOE by the corporation or school. Contact [INassessments@doe.in.gov](mailto:INassessments@doe.in.gov) with questions or concerns during this window. Student data must not be shared in email. Any changes made during the Post-Reporting Data Validation window result in the delivery of new data files and electronic reports.

## User Roles and Responsibilities

Please note the information in Section 4 of the [2019-2020 Indiana Assessments Policy Manual](#) on roles and responsibilities that apply to all state-required assessments, including WIDA. Specific responsibilities are outlined below that pertain to the administration of WIDA assessments.

**Corporation Test Coordinator (CTC).** CTCs are responsible for the overall coordination of test administration for all state tests. Corporations and schools must designate a single CTC in DOE Online. IDOE will submit an updated CTC list to WIDA and DRC in early September to generate new CTC accounts and/or add 2019-2020 permissions for returning CTCs. The CTC may designate a separate Test Coordinator (e.g., Title III/EL Director) and delineate tasks and responsibilities, as appropriate. The CTC or designee will:

- Disseminate accurate, specific, and up-to-date details regarding WIDA assessments to staff throughout the year.
- Be the main point-of-contact with Data Recognition Corporation (DRC), the testing vendor for WIDA Assessment Management System ([WIDA AMS](#)).
- Set up new user accounts within WIDA and WIDA AMS.
- Collaborate with the Corporation/School STN Administrator to complete the DOE-TL (“Test Layout”) data submission for WIDA in October. The purpose of this data submission is to populate student-level information for online testing in WIDA AMS and generate initial materials orders.
- Ensure that TAs have successfully met the training requirements to administer all applicable WIDA assessments.
- Review the *ACCESS and Screener Webinar Calendar*, available in the [Download Library](#) of the WIDA Secure Portal, and plan to participate in the applicable live or recorded webinars.
- Oversee the administration of WIDA assessments.

**Technology Coordinator.** The CTC must create a user account for the Technology Coordinator in WIDA AMS. Corporation (“District”) and school level accounts may be created. Technology Coordinators will:

- Manage all technical and system setup for online testing, including Central Office Services-Service Device (COS-SD) and student testing device setup. COS and DRC INSIGHT Installers (secure browser) can be downloaded in WIDA AMS.
- Confirm network capacity (bandwidth) is sufficient to support the anticipated number of students testing concurrently.
- Coordinate with DRC Customer Service on local system issues requiring troubleshooting assistance.

- Review all applicable Technology Coordinator documents available for download in the WIDA Secure Portal and WIDA AMS including, but not limited to, the *Technology User Guide*, *Supported System Requirements* (updated quarterly), and *Technology Readiness Checklist*.
- Review the *ACCESS and Screener Webinar Calendar*, available in the [Download Library](#) of the WIDA Secure Portal, and plan to participate in the live or recorded Technology Coordinator webinars.

**Test Administrator (TA).** WIDA assessments must be administered only by personnel who hold an instructional, administrative, or school services license granted by IDOE, as outlined in Section 4 of the [2019-2020 Indiana Assessments Policy Manual](#). Non-certified personnel may only serve as Proctors, not as TAs. In no case may unlicensed personnel be allowed to supervise the test administration without the guidance of a TA. Proctors may, however, assist the TA before, during, and after test administration.

WIDA TAs are required to be certified through WIDA for any assessments they will administer by successfully completing the corresponding training courses and quizzes. TAs must have completed training within two years (24 months) of the date they are administering the test or when significant revisions to training materials occur.

TAs may also review the *ACCESS and Screener Webinar Calendar*, available in the [Download Library](#) of the WIDA Secure Portal, and participate in the live or recorded webinars applicable to their role.

**User Account Access.** Contact [INassessments@doe.in.gov](mailto:INassessments@doe.in.gov) if new CTC access is needed prior to September or if a new CTC is designated and needs access later in the school year.

For assistance accessing your WIDA Secure Portal account, contact the WIDA Client Services Center at [help@wida.us](mailto:help@wida.us) or (866) 276-7735. Returning 2018-2019 WIDA account users will be prompted to update their username to an email address upon logging in for the first time for 2019-2020.

For assistance accessing your WIDA AMS account, contact DRC Customer Service at [WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com) or (855) 787-9615. Returning 2018-2019 WIDA AMS users will retain the same login credentials for the 2019-2020 school year.

## Training Requirements

**WIDA Assessments Training.** All TAs are required to be certified for any WIDA assessments they will administer, including placement assessments. The [WIDA Secure Portal](#) provides access to the following training resources:

- **Screener Test Materials and Training:** Kindergarten W-APT (no certification quiz), WIDA Screener Online, and WIDA Screener Paper
- **ACCESS Training Courses:** Kindergarten ACCESS, Alternate ACCESS, Paper-based ACCESS, Online ACCESS, and Facilitator Toolkit (Training Materials)

The CTC or designee must create WIDA user accounts for TAs and ensure that TAs complete the applicable training requirements. Once TAs have completed the certification process, their training certificate (“My Training Certificate”) will be updated as a record of completion in the WIDA Secure Portal. TAs must have completed training within two years (24 months) of the date they are administering the test or when significant revisions to training materials occur. Tests administered by personnel not meeting the certification requirements may result in test invalidations.

**WIDA ACCESS and Screener Webinars.** The *ACCESS and Screener Webinar Calendar* is available in the [Download Library](#) of the WIDA Secure Portal. Webinar topics cover general WIDA assessment, pre-testing, during testing, and post-testing information and procedures. Test Coordinators, Technology Coordinators, TAs, school leaders, and EL educators should plan to attend or review webinars applicable to their roles. Recordings will be posted in the Download Library within one week following each live webinar.

**Test Security and Integrity Training.** The Office of Student Assessment (OSA) requires CTCs and/or School Test Coordinators (STCs) to provide Test Security training to all school staff and ensure they sign the *2019-2020 Indiana Testing Security and Integrity Agreement*. In addition, CTCs and TAs are required to participate in the Indiana WIDA Pretest Workshop (webinar) prior to the test administration window.

## Testing Modes and Technology Guidance

All students are expected to test online, as appropriate and available. Some assessments and grade-level Writing domains are paper-based. ELs with disabilities who have a paper testing accommodation formally documented in an Individualized Education Program (IEP), nonpublic Service Plan, Choice Special Education Plan (CSEP), or Section 504 Plan will take all test domains on paper. In addition, schools may submit a [Non-Standard Assessment Accommodations Request](#) to IDOE if paper testing is necessary for refugee students with little experience using technology or for students with religious objections for technology use.

**WIDA Placement Assessments.** Kindergarten W-APT is an on-demand, paper-based assessment. All test materials must be downloaded and printed from the WIDA Secure Portal, including the Test Administration Manual and Scripts, Test Booklets, and Score Sheets.

WIDA Screener is available both online and with paper. WIDA Screener Online is primarily delivered through DRC INSIGHT, the test delivery client. Students in grades 1-3 will handwrite their responses for the Writing domain in paper test booklets. The WIDA Screener Online training course provides information on downloading printable test materials, setting up the online test environment, scoring the Speaking and Writing tests, and viewing reports.

WIDA Screener Paper includes some materials that can be downloaded and printed and some that must be ordered/purchased from the WIDA Store. Schools must contact IDOE for paper testing approval in order to receive all necessary materials.

Note: Printed materials are secure and must be handled as such. Materials should be stored securely stored, except when in use, and securely destroyed once no longer needed.

**WIDA ACCESS Annual Assessments.** Kindergarten ACCESS and Alternate ACCESS are administered via paper testing only and must be administered individually to ELs. ACCESS is primarily delivered online through DRC INSIGHT. ELs in grades 1-3 take a paper form for the Writing domain and must be given the appropriate tiered test form. After completing the Listening and Reading tests online, the Writing tier will be assigned automatically and can be viewed in WIDA AMS.

Domain	Kindergarten	Grades 1-3	Grades 4-12	Alternate
Listening	Paper	Online	Online	Paper
Reading	Paper	Online	Online	Paper
Speaking	Paper	Online	Online	Paper
Writing	Paper	Paper	Online	Paper

**WIDA Assessment Management System (AMS).** WIDA AMS provides the necessary tools to administer WIDA assessments. WIDA and WIDA AMS user accounts are

separate and serve different purposes. Data Recognition Corporation (DRC) manages WIDA AMS and should be the first point of contact for questions regarding data and reporting, ordering materials, and technical issues. WIDA AMS is utilized for the following:

- Setting up and managing Central Office Services-Service Device (COS-SD), Device Toolkit, and DRC INSIGHT (test delivery client)
- Online test session management
- Assigning online accommodations and supports
- Printing student test tickets
- Monitoring students' Testing Status
- Ordering additional paper-and-pencil materials for ACCESS annual assessments
- Scoring WIDA Screener Speaking and Writing tests
- Viewing data reports for WIDA Screener and ACCESS assessments

Detailed information pertaining to the above tasks can be found in the [2019-2020 WIDA Assessment Management System \(AMS\) User Guide](#).

**DOE-TL (“Test Layout”) Data Submission.** CTCs or designees must collaborate with their Corporation STN Administrator to complete the DOE-TL (WIDA) data submission. The purpose of this data submission is to report student-level information to populate student data in WIDA AMS for WIDA ACCESS annual assessments. Paper materials orders and student barcode labels will also be generated based upon student data submitted. **The DOE-TL submission window is September 30 to October 14, 2019.** **Late submissions will not be accepted.** Students not reported via the DOE-TL who are eligible to participate in WIDA annual assessments (i.e., ELs who enroll or are identified after the DOE-TL window) must be added to WIDA AMS manually, and an additional materials order placed for any needed paper testing materials.

The DOE-TL layout file can be accessed at [IDOE Data Reporting Help](#). Contact Data Reporting Support at <https://help.doe.in.gov> or (800) 527-4931 for assistance.

## **WIDA Accessibility Features and Accommodations**

IDOE recognizes that the validity of assessment results depends on every student having appropriate universal tools, designated supports, and accommodations, as needed, based on the constructs being measured by the assessment. Section 4 of the [Accessibility and Accommodations Guidance](#) outlines the accessibility features that are allowed during the online and paper test administration of WIDA ACCESS assessments for all EL students whom a need has been indicated by an educator (or team of educators), provided that all standardized testing and security requirements are met.

Accommodations on WIDA assessments are available only to ELs with disabilities and only when the student requires the accommodation(s) to participate meaningfully and appropriately in an ACCESS assessment. Accommodations must be formally documented in the student's educational record (e.g., IEP, Service Plan, CSEP, or Section 504 Plan). WIDA assessments may be administered to ELs with accommodations by classroom teachers or program area staff (e.g., EL teacher, special education teacher); however, TAs must meet all certification and training requirements. TAs must also be made aware of each student's allowable accommodations.

## **English Learners with Disabilities**

No EL student is exempt from participating in the annual English language proficiency assessment. Nearly all ELs who also have an identified disability will participate in WIDA ACCESS. The Individuals with Disabilities Education Act (IDEA) 2004 requires all students to participate in statewide assessments. ELs with disabilities may receive test accommodations, per the student's IEP, Service Plan, CSEP, or Section 504 Plan.

**Accommodations for ELs with Disabilities.** The WIDA Consortium has shared [extensive guidance](#) regarding accommodations for WIDA ACCESS. However, to ensure compliance with Indiana guidance, please refer to the Indiana-specific list of approved accommodations, located in Section 4 of the [Accessibility and Accommodations Guidance](#). As a reminder, clarifying test directions in the student's native language is **not** an allowable accommodation.

**Paper-based Testing.** For ELs who require a paper-based version of ACCESS (grades 1-12), Tier B/C is the only version allowed to formally exit a student from EL services and reclassify him/her as proficient when the student achieves a 5.0 Grade Adjusted Overall Composite Score.

**Braille ACCESS Testing.** For the 2019-2020 administration of ACCESS, WIDA will only offer Unified English Braille (UEB) for Listening, Reading, and Writing domains. A materials order will be generated for EL students reported as needing a paper braille version of the test via the DOE-TL data submission. ELs not submitted must be added to WIDA AMS manually and an additional order for materials must be placed.

**Alternate ACCESS.** WIDA Alternate ACCESS is an English language proficiency assessment for students in grades 1-12 who are identified as ELs and have significant cognitive disabilities preventing meaningful participation in WIDA ACCESS Online or Paper. Alternate ACCESS meets federal accountability requirements and provides educators with a measure sensitive to English language proficiency growth of ELs with significant cognitive disabilities. Additional information can be found on WIDA's [Alternate ACCESS webpage](#). Please note the following:

- The [Alternate ACCESS Participation Criteria Decision Tree](#) can be utilized to determine which EL students should participate in this assessment.
- If the Case Conference Committee determines that the EL student will take I AM (Indiana Alternate Measure), then the student is required to take Alternate ACCESS. If the Case Conference Committee determines that an EL will participate in ILEARN (grades 3-8 or Biology ECA) or ISTEP+ Grade 10, then the student is not eligible for Alternate ACCESS and must participate in ACCESS.
- Currently, there is no placement assessment for Alternate ACCESS. Newly classified LM students with significant cognitive disabilities should attempt K W-APT or WIDA Screener to inform EL identification and placement.

- Currently, there is no Alternate ACCESS assessment available for kindergarten students, so ELs in kindergarten with significant cognitive disabilities should attempt to participate in the Kindergarten ACCESS.
- ELs in grades 1-2 with significant cognitive disabilities preventing meaningful participation in ACCESS should instead participate in Alternate ACCESS. This is a case conference committee decision. These students are on track to participate in the Indiana Alternate Measure (IAM) in grades 3-8 and 10.
- Alternate ACCESS aligns with the WIDA Alternate English Language Proficiency Levels—A1 (Initiating), A2 (Exploring), A3 (Engaging), P1 (Entering), P2 (Emerging), P3 (Developing). These proficiency levels are interpretations of scale scores and are unique from other WIDA ACCESS assessments.
- Currently, students cannot exit EL services based on Alternate ACCESS results.
- Alternate ACCESS is paper-based only. A materials order will be generated for EL students reported as participating in Alternate ACCESS via the DOE-TL data submission. ELs not reported must be added or updated in WIDA AMS manually and an additional order for materials must be placed.

## Contact Information and Resources

**WIDA Client Services Center.** Contact WIDA for questions regarding WIDA user accounts, assessments, training, test administration policies and procedures, score interpretation, instructional resources, professional learning, and research.

- Website: <https://wida.wisc.edu/>
- Phone: (866) 276-7735
- Email: [help@wida.us](mailto:help@wida.us)
- WIDA Secure Portal: <https://portal.wida.us/>
- Indiana WIDA Consortium Member Page:  
<https://wida.wisc.edu/memberships/consortium/in>

**DRC Customer Service.** Contact DRC for questions regarding WIDA AMS, INSIGHT, COS-SD, materials ordering and processing, and technical issues.

- Phone: (855) 787-9615
- Email: [WIDA@datarecognitioncorp.com](mailto:WIDA@datarecognitioncorp.com)
- WIDA AMS: <https://www.wida-ams.us/>

**IDOE Office of Student Assessment.** Contact the Office of Student Assessment if you have questions about policy and guidance regarding state assessments, including WIDA English language proficiency assessments.

- Website: <https://www.doe.in.gov/assessment>
- Phone: (888) 544-7837 or (317) 232-9050
- Fax: (317) 233-2196
- Email: [INassessments@doe.in.gov](mailto:INassessments@doe.in.gov)

**IDOE Office of Title Grants and Support.** Contact the Office of Title Grants and Support for policy, guidance, and resources regarding English Learning programming, the Migrant Education Program, global learning, and refugee students.

- Website: <https://www.doe.in.gov/grants>
- English Learning and Migrant Education: <https://www.doe.in.gov/elme>
- Compliance Documents: <https://www.doe.in.gov/elme/english-learner-policy-and-guidance>